

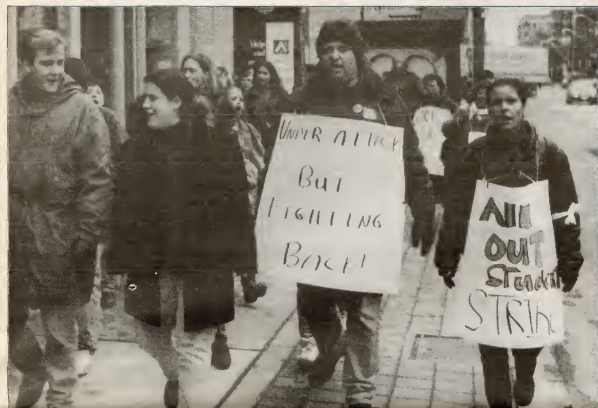


CITY COLLEGE NEWS

FEBRUARY 1995

GEORGE BROWN COLLEGE

VOLUME 12, NO. 6



CHANTING STUDENTS LEAVE ST. JAMES CAMPUS On Jan. 25 on their way to a rally at Ryerson as part of a national student strike to protest proposed changes in federal education funding that could dramatically increase tuition fees.

300 strike over tuition hike threat

By Neil McGillivray

On January 25 Deborah Defoa-Ayers put down her pots, locked her knives away and walked out of George Brown's Hospitality Centre.

Still wearing the black and white checked pants that marked her as a cooking student, she walked with several classmates to the front of the main St. James Campus building at 200 King St. E. where she joined a throng of striking students.

As students chanted slogans and waved signs she explained why she left class.

"Fees just can't go up," she said with conviction.

Higher fees — which could double with proposed federal government policies — would mean a crippling debt load for her and other graduates long after college, she explained.

Unlike some departments where classes were suspended or cancelled for the strike, Defoa-Ayers knew her hospitality classes were continuing and she could be missing some vital instruction — but she didn't mind.

"This is more important," she said.

Organizers estimate that 300 students, like Defoa-Ayers, heeded the national strike call by the Canadian Federation of Students (CFS) and a college strike committee. The vast majority came

from St. James but a few from Casa Loma and Nightingale Campuses joined the strike.

Most George Brown students, however, attended their classes

and labs on the 25th. Some even responded to a request by the George Brown Students Association, which didn't support the strike, for food bank donations to protest the proposed policy changes.

As part of its sweeping changes to Canada's social policy, the federal government has proposed cutting direct funding for post-secondary education — a move that most people agree would dramatically increase tuition fees — and increasing the amount of loans given to students.

After picketing in front of the building in the late morning and lunchtime, and scouring hallways and classrooms for strike supporters at 1 p.m., the striking students rallied beside the college on Frederick Street before heading off to Ryerson, marching down Yonge Street and joining a rally of an estimated 20,000 students from schools, colleges and universities across Toronto.

Speakers at the George Brown strike rally, who included Ontario Coalition Against Poverty leader John Clarke, told students that the federal proposals were designed to restrict access to education and well-paying jobs.

"We will not work for \$6.70 an hour for the rest of our lives



Jason Baines

Strike leader is homegrown

GEORGE BROWN DOESN'T need to import strike organizers — we raise our own.

Jason Baines graduated from George Brown's Community Worker program in the spring of 1994 and returned to the college to organize the Jan. 25 student strike.

"I was delighted to go in and help organize the strike," he says. When he's not organizing students, Baines writes for a newspaper called the Labour Militant

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Student nurse aids delivery in lobby

By Neil McGillivray

It definitely wasn't something she could support her weight — covered in class.

The fire bell was ringing, you could smell smoke and your patient was a woman just minutes away from giving birth. To complicate matters she had been given a powerful anesthetic that made it hard for her to walk, and safety for her and her baby was a flight of stairs away.

Did George Brown nursing student Jennifer Byron feel overwhelmed when she faced this situation just

before Christmas?

No way, she says.

Falling back on her years of experience as a nursing assistant — including another hospital fire — and her training at George Brown, she knew she just had to keep calm and look after her patient first.

"You have to focus on your patient — keeping them calm," she says.

The morning had started quietly. As a third year student at George Brown, Byron was just two hours into a morning shift in the obstetrics ward of Toronto General Hospital. She was helping a nurse and intern care for a woman who was about to give birth. The woman had just been given an anesthetic that cuts off most feeling below her waist to dull the pain of childbirth.

Then the fire alarm rang. "We all looked at each other and said, 'Oh, no,'" she and he hoped it was a practice run," she says. "Then we heard them announce Code Green, the signal for evacuation, and we could smell a bit of smoke."

Their evacuation route lay down the hall and down a flight of stairs to the hospital lobby. The patient was wheeled in her bed to the top of the stairs and then, with support from Byron and the intern, she started to walk down the stairs.

Luckily, the anesthetic hadn't

had time to take full effect and she could support her weight — but she was still having frequent contractions that meant the baby was on its way — as the trio made its way slowly down the stairs.

"I remember at one point she said 'I have to push (the baby out),' and I said 'Please hold on,' Byron remembers.

Once downstairs and into the lobby crowded with evacuated patients and staff, Byron and the medical team had to act fast.

"We got her into a little alcove... we were just in time," Byron says.

The woman gave birth to a healthy baby girl just minutes after lying down on the carpeted lobby floor.

"She seemed to be such a good trooper," says Byron. "She got up and got on a stretcher and they took them



NURSING STUDENT JENNIFER BYRON

helped deliver a baby in the lobby of Toronto General Hospital after a fire forced the evacuation of the maternity ward.

to emergency."

Byron walked away from the hospital that day feeling happy for the woman and her child and with a new sense of confidence in her own capabilities.

"I learned a lot about myself. I learned that — Jennifer, you can do it!" she says.

Caring for others has been a thread running through Byron's working life. After coming to Canada from England nine years ago, she worked as a nanny and health care aide. Six years ago she went to Humber College to become a registered practical nurse — a job she stills holds part-time to support herself and her nine-year-old daughter Felicia.

She was working as a practical nurse three years ago at Toronto's St. Michael's Hospital when she had her first experience with fire.

A fire in her ward forced the evacuation of dozens of bed-ridden patients through thick smoke. "It was a rushed evacuation," she recalls.

Continued on page 2

What's your idea of romance?



"You take the person out in a rowboat, but in very cold weather — of course have life jackets on — and you row, and you row, and you row, and you get out in the middle of the lake. It's really dark at night and the sky is really black but the stars are really bright and all around. And after you've been doing all that rowing and it's really, really cold, you just cuddle up together in the row boat. And the rest is history."

Sue Rose
Upgrading program



"Romance is being alone with someone you love in a car driving through the desert in New Mexico, pulling into some little town late at night, a little Tex Mex-Rancho kind of an affair. You have a great meal, sit around, go out for a walk in the desert, come home and find something interesting to do for the rest of the night."

Danny Cushing
Dean, Continuing
Education and Marketing
Services



"Romance is what a person perceives to be romantic. It could be enjoying a candlelight dinner. I personally enjoy candlelight dinners and having soft music and stuff like that. I think most men nowadays aren't romantic because they don't know how to be romantic to their mates. That's the reason why a lot of relationships go down the tubes. They don't know how to find out what their mate wants, or how their mate feels about certain situations."

Johnies Grant
Health Care Aide



"The whole idea of romance, I think, is to make your partner happy — whatever makes them happy. I think women think a lot about things like presents and even cards, dinners and things like that. If you remember these particular dates that women seem to fuss over then you've got half the battle won. And of course being a gentleman always works, even in the '90s."

Des Thompson
Business Accounting

300 walkout

Continued from page 1

paying for our education," one speaker said. "Education is a right, not a privilege."

Another speaker congratulated the students for taking a stand and leaving classes.

"We're like revolutionists," George Brown revolutionists," he said.

Students were urged by another speaker to withhold their fees for next year's classes — a move which he said would make the government back down from its proposals.

First year nursing student Joan Demonte, who joined the strike, said that leaving class was an effective way to get her message to the federal government.

"It's the only way you have to voice an opinion," she said.

George Brown strike organizer Jason Baines (See Homegrown strike leader on page 1) says the strike was just the beginning of organized protest against the federal proposals at the college.

He says he finds irony in the fact that the Ontario government is protesting the federal

moves with such vigor after having introduced "user pay" post-secondary education in the province with a 20 per cent tuition increase over the past four years.

"I think it's outrageous that [Ontario Minister of Education and Training] David Cooke is opposing the [federal] cuts.... started the ball rolling."

George Brown strike committee members are now organizing an "action committee" that will support students in disputes with the college, financial aid or welfare officials, he says.

The action committee is also planning to push for a student referendum this spring to switch affiliation of the Student Association from the Ontario Community College Student Parliamentary Association (OCCSPA) to the CFS.

Student Association president Tim Kemp says he opposes affiliation with CFS and that joining would cost \$10 per student.

OCCSPA, which is a provincial organization of college representatives, advocated holding a provincial food drive rather than striking.

"Rather than throwing our food we're going to donate it," says OCCSPA president Cynthia Hilliard in a reference to a Parliament Hill demonstration in which Kraft Dinner was thrown at Human Resources Minister Lloyd Axworthy. "We're telling [Axworthy] that we don't agree with the changes but we're doing it in a mature and responsible manner."

Kemp says that three boxes of food were collected on the 25th and were donated to the Daily Bread Food Bank.

Strike leader

Continued from page 1

and has worked with youth organizations and the Ontario Coalition Against Poverty.

The two-year Community Worker program, which is unique in Ontario, is a mixture of community development work and political science that prepares people to work with co-operatives, advocacy groups, women's organizations and community centres. To enter the program students must have a "belief in the involvement of people in decision-making and a commitment to human rights and social justice," according to the college's calendar.

Current Community Worker students say their classes were suspended on Jan. 25 to allow them to join in the strike — and perhaps even use the experience for credit.

"This is basically what we are taught," said second-year Community Worker student Christine Bradley, as she looked around the strike rally on Jan. 25. "We can write a paper on it if we want."

Baines says that his interest in left-wing politics and the labour movement pre-dates his George Brown program by several years.

"I've been a socialist... since I was 12," he says.

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NEWS SHORTS

CBC PRESIDENT TO SPEAK — AND YOU'RE INVITED

All George Brown students and staff are invited to hear Canadian Broadcasting Corporation president Tony Manera speak about the common challenges facing broadcasters and colleges on Feb. 10. Manera was a teacher and administrator at several Ontario colleges and currently sits on the Board of Governors of Algonquin College in Ottawa. He will speak in the Grand Ballroom of the Marriott Eaton Centre Hotel from 11 a.m. to noon as part of the annual conference of the Association of Colleges of Applied Arts and Technology of Ontario. The speech is free and registration is not required.

COLLEGE EQUITY COMMITTEE "DEPLORES" DOWNGRADING OF SUPPORT STAFF

George Brown's joint union/management equity committee has expressed concern that some support staff positions were put into lower job classifications as the result of a provincial pay equity agreement. At their January meeting the committee passed a motion saying it "deplores the downgrading and re-circuling of 56 support staff positions under the guise of equity." It also passed a motion to write to George Brown president John Rankin saying the action has "seriously damaged this committee's reputation on the issue of equity, especially employment equity."

COLLEGE STAFF HAVING BREAKFAST WITH THE BOSS

Some college staff are having a coffee, muffin and a frank exchange of views for breakfast with George Brown president John Rankin over the coming months. Chosen at random, the full-time staff are meeting with Rankin to discuss issues that concern them in a relaxed, private setting. In the past, staff have raised concerns at large, public campus-wide "town hall" meetings or in divisional meetings. The first meeting was held on Feb. 1 at Casa Loma Campus. In all, 200 staff will be invited to a breakfast meeting including 90 academic staff, 90 support staff and 20 administrators.

CLERK HURT, \$200 TAKEN IN ARMED ROBBERY OF ST. JAMES BOOKSTORE

A college staff member was hurt and \$200 was taken in a Jan. 24 armed robbery of the St. James Campus Bookstore. The bookstore clerk had closed the bookstore and was in a nearby office at about 8:20 p.m. when he was approached by a man with a handgun. The clerk was hit with the gun and handed over \$200. The robber fled and the clerk was treated in hospital for a minor injury and released. A police investigation into the incident is underway. The college is reviewing its security procedures.

JIM DRENNAN IS CONFIRMED IN POSITION AS TECHNOLOGY DEAN

A hiring committee has decided that Jim Drennan should be the permanent dean of the Faculty of Science and Technology — a post he has held on an interim basis since September, 1994. Drennan joined George Brown in the spring of 1994 as a chairperson in the Faculty of Business. As Technology dean he is responsible for George Brown's largest academic division with more than 175 teachers at Casa Loma Campus. The operations of the division have been the subject of a number of studies, including one by management consultant Denis Hall who recommended the division focus on student needs and the development of new programs.

DO-IT-YOURSELF CELEBRATION OF DIVERSITY PLANNED FOR FEB. 27 TO MARCH 3

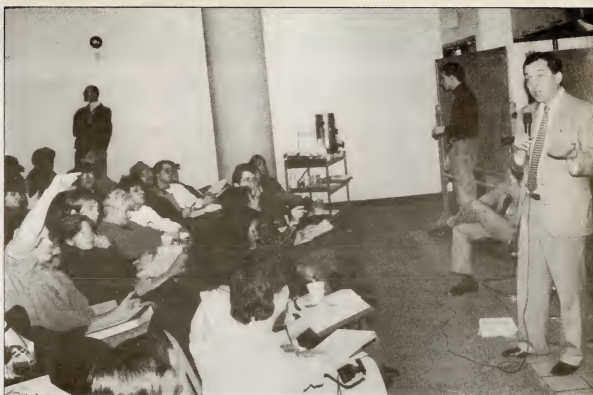
Don't be surprised in late February and early March if college phones are answered in a language other than English or hallways, classes and offices are more colourful with styles of dress from around the world. These are some of the suggestions from the chair of a committee planning a celebration of diversity at George Brown. "Get yourself involved," urges Tim Dineen. While planning for most special events is still underway, a Foods of the World buffet lunch will kick off the week on Feb. 27 at Seigfried's Dining Room at the Hospitality Centre. Watch for flyers or posters on campus for details about this and other events, says Dineen.

FAREWELL TO KENSINGTON CAMPUS CELEBRATION BEING PLANNED

Kensington Campus may soon be gone — it's slated for closing at the end of March, 1995 — but it won't soon be forgotten by staff and students who spent time there. To commemorate the campus a celebration is being planned by the college. People who would like get involved should call Enid Bailey at 944-4479 or leave a voice message at 944-4900, mailbox 4479.

COLLEGE GETS VOICE ON POWERFUL NEW TRAINING BOARD

George Brown's Dean of Access and Preparatory Studies has been elected education and training representative on a group that will make decisions about training in Metro Toronto. Terry Dance was elected education and training sector representative on the local board that will work with provincial and federal bodies to decide what training is offered here. In a memo, George Brown External Relations vice president Bob Struthers says the election is "strategically significant" for George Brown and other colleges. The Jan. 9 election followed a meeting in November, 1994, that was closed down by government representatives after "two raucous hours" during which secondary school teachers tried to have their representative elected to the board, Struthers said. Business, labour and equity groups will also be represented on the board.



MINISTER MEETS STUDENTS — Ontario Minister of Education and Training Dave Cooke (standing) spent more than an hour in January answering questions posed by George Brown Community Services students. While one student voiced concerns about job prospects for Interenor for Deaf/Blind program graduates, most questions were about the proposed federal changes to education funding that could result in a big increase in tuition fees. The session was sponsored by the George Brown Student Association.

Want a degree fast? Go south

WHAT'S THE FASTEST ROUTE to a university degree for a George Brown graduate? Go south!

It can take as little as one year of full-time study at an American university for post-secondary program grads to earn a degree while most Ontario universities demand three and even four years of courses.

Engineering Technician graduates, for instance, can get degrees in just two years at the State University of New York in Utica while their work at George Brown only allows them to be admitted to the first year of a four-year engineering program at Carleton University or Ryerson.

The best credit transfer deal is for graduates of George Brown's three-year Printing Technology program who can study for a year at the Rochester Institute of Technology and come home with a Bachelor of Science.

While it may sound appealing to study at the Fashion Institute of Technology in New York, Penn State or the University of Nevada in Las Vegas, cross-border shopping for education has one big drawback — cost.

With no student loans available, degree-seekers have to come up with at least \$7,000 U.S. a year for tuition, and books, materials and living costs can raise the annual bill to more than \$15,000 U.S. or about \$21,000 Canadian.

The discrepancy between the academic value of college diplomas at home and abroad was revealed in January when the Ontario government released the first guide to transfer agreements between colleges and universities in Ontario and those out of the country.

In launching the guide at a press conference at George Brown, Minister of Education and Training Dave Cooke said the government is trying to thaw the traditionally frosty relationship between diploma and degree

granting institutions.

"Over the last few years the government has encouraged linkages between colleges and universities," he said.

Cooke said the province would like to establish a provincial consortium for advanced training that would make it easier for college graduates to pursue degrees.

Government staff estimate that more than 20,000 college graduates go on to start degree programs at university every year and many universities have special programs for diploma holders.

At George Brown, an estimated 250 post-secondary graduates a year chose to continue their education rather than starting work. It's not known how many start university programs.

George Brown is also an attractive place to study for people from university. More than 11 per

cent of new first-year post-secondary students at the college in the fall of 1994 — about 400 people — had either a university degree or university credits.

The 120-page book lists more 33 specific agreements between George Brown and 13 Ontario universities covering graduates of college nine programs, as well as 12 agreements with 11 American universities covering five George Brown programs.

George Brown programs covered in the guide are Business Administration, Business (General), Child and Youth Worker, Early Childhood Education, Electrical, Civil and Mechanical Engineering Technician and Technology, Food and Beverage Management, Culinary Management and Hotel Management, Nursing, Fashion Management, and Printing Technology.

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GLOBE AND MAIL COLUMNIST Rick Salutin responds to a question from the audience at a George Brown sponsored symposium held at St. Lawrence Hall on Jan. 20. Other symposium participants were: (from left) author Cecil Foster, George Brown Academic Dean Ron Waldie, Bravo station manager Paul Gratton, George Brown teacher Amy Thornton, and Niagara College president John Saso.

Symposium: Should economics run our lives?

CANADIANS MUST GUARD against the contention that the free market can play a deciding role in most aspects of our lives, author and Globe and Mail columnist Rick Salutin told a symposium in January.

The leaders of industry and the political right aren't even trying to convince Canadians that the rule of the marketplace is even a good thing, he told the Jan. 20 George Brown-sponsored symposium that addressed the question "Is Culture a Commodity?" They simply focus on its inevitability, regardless of the social and cultural harm that has resulted in twenty-odd years of following this route already.

"You have a kind of religious quality, in my opinion, in the argument for simply going farther with marketplace value."

Andrew Coyne of the Globe and Mail talks about, as he puts it "The omnipresent and utterly

incorruptible nature of the price system.' That's medieval, theological language," Salutin said.

Touching on a broad range of examples, Salutin said an already unstable and ill-defined Canadian culture may be the greatest casualty if the marketplace rules.

Other participants in the symposium were Cecil Foster, author and former senior editor at the Financial Post; Paul Gratton, station manager of the new Canadian arts channel Bravo; John T. Saso, president of Niagara College; and Amy Thornton, George Brown faculty member and president of OPSEU 556.

The following is an excerpt from Salutin's keynote address: "I want to move on now to clutch of areas which I want to use as test cases for when you drive the marketplace into all the areas of human life and say 'this principle should rule' what happens.

The first area I want to talk about is culture generally. Not simply the arts but culture in that broader sense of the glue that holds people together: how they talk, how they think, customs, mores, and so forth. What actually happens when you eliminate culture as the social glue you rely on and depend only on economics — or economic thinking — to hold our society together. You turn a society of citizens, say, into a society of consumers.

There was a poll last fall, a Canadian poll, that found that cultural insecurity — defined as the fear that an ill-defined Canadian way of life is disappearing — ranked ahead of economic stress as a chief factor in shaping anxiety among Canadians.

That is, even though times were hard, people were more upset about losing what they saw as their culture, not necessarily Canadian culture, but cultural elements, rather than just their loss in economic terms.

I'm actually driven back in this situation to an economist named Karl Polanyi, who wrote his main work during the Second World War, who said that what's culminating in our times — this was 50 years ago — is what he called the "economic prejudice". I think that notion, that "economic prejudice" has increasingly dominated the last half century including the other side of the Cold War as well as our own.

The Marxists for instance said that economic infrastructure always determines cultural superstructure. The capitalist side seems slightly more differential to cultural values because they talk vacuously about freedom a lot of the time. But in the last decade and especially in the demise of the cold war, they too have reverted to worshipping the pure market place as if all good things would follow if left to function on its own.

Continued on page 11

Storm warning

To the Editor:

I just finished reading the article on winter storms and the policy of closing ("We will stay open", January 1995). At the end of the article is says, "Even if classes are cancelled, all employees are expected to come to work anyway, but 'punctuality considerations will be waived,' according to a recent memo from president John Rankin".

I'm not really sure, but if classes are cancelled does this not mean that it is unsafe for students to come to school. That's what the whole article says basically, that classes will not be cancelled and the college will not be closed unless extreme circumstances (dictate). So I'm not sure where the comment comes from that, if the classes are cancelled, employees are still expected to show up. Does this mean that student safety is more important than worker safety?

If the college is canceling classes then obviously that's a sign that it's unsafe for anyone to come to the college — not just students and not just employees but both groups.

Kimberly Benoit, Staff member
Steward Local 557

Support staff

To the Editor:

In the article, *Support staff union, college dispute pay equity fallout*, (Jan. 1995) Sally Layton fails to mention that the college can "grandparent" support staff position without a local union agreement. An agreement such as the one proposed by the college would have jeopardized the rights of the members to grieve under the current collective agreement. As well, Fred Upshaw, the president of OPSEU, would not sign such an agreement. Our role is to represent and protect the support staff of George Brown College and not to "sell them down the tubes."

Our recommendation was to keep those positions that may be affected downwards in their current paybands, reassess the job requirements, review and correct any flaws in the system and the process, and then make any necessary changes once the incumbent leaves the position. For a point of information, several of those adversely affected are near retirement. This approach would have been more reasonable and certainly would have shown leadership throughout the province. Smaller colleges often look to George Brown for direction. Instead the college chose to re-discipline approximately 56 support staff positions. Our local will not take any responsibility for this decision.

Loren Mischew
President, Local 557

Training

To the Editor:

In the November 1994 issue of City College News, a reader criticized the mandatory human rights training. He empathized with the "resisters" of this training. He based his comments upon an experience he had in an employment equity seminar during his employment with

the Ontario government.

The Board of

Governors did mandate training so that all staff would have the opportunity to hear first hand about the new Prevention of Discrimination and Harassment Policy for the college. This provided staff with an opportunity to ask questions and to look at the implications of the policy along with the college's obligation to staff and student to provide an environment free of discrimination and harassment. Given the number of staff and the time-frame for the completion of the project, it is more appropriate to describe the training as an information session.

Although the sessions were mandatory, we, the trainers, varied the format and presentation style so that people would feel at ease with the topic. We encouraged people to participate but also stressed that people had the choice to participate as they felt comfortable with the various components of the session. We provided some leeway for people who needed to speak out about specific issues. In all our training we used a non-blaming approach, one which does not rate the pain experienced by one individual because of discrimination as more or less important than the experience of another.

Continued on page 10

HERE'S HOW TO HAVE YOUR SAY!

City College News wants you to have your say! If you're concerned about a topic, event or issue that you think will be of interest to students and staff at George Brown — put it down on paper. Write a letter or an article, or just suggest a story idea to us. Here's how you do it.

1. Make sure your submission is legible (it can be typed or handwritten), keeps to the point and is brief. If it's too long we may edit it for length as well as for grammar and spelling.
2. Sign your submission and include your full name, telephone number, address and some indication of your affiliation with the college (i.e., course name, job, etc.).
3. You may request that your name be withheld from publication. We will respect your request if you provide us with a reason.
4. We welcome anonymous story suggestions, news tips or other material; however, as in all cases above, City College News staff and its editorial board will make decisions about what will be published.
5. Keep a copy of what you send to us. We will not return unsolicited material, including photographs, unless we are provided with a stamped, self-addressed envelope.
6. Drop off your submission in a sealed envelope at the mail slot in the information centres in the front lobby of 200 King St. E., at St. James Campus or the third floor entrance of 160 Kendal Ave. at Casa Loma, or send it by Canada Post or internal college mail too.

Editor, City College News, Marketing Services Department, 200 King St. E., Room 542E, George Brown College, Toronto, ON M5A 3W8 or fax it to (416) 867-2303.

The deadline for submissions and letters for our March 1995 issue is Wednesday February 17.

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CITY COLLEGE NEWS

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GEORGE BROWN
THE CITY COLLEGE

REPORT

A SPECIAL SUPPLEMENT ABOUT CONTINUING EDUCATION AT GEORGE BROWN COLLEGE

WINTER 1995

SPECIAL
PULL-OUT SECTION

She's the Queen of Romance

By Peter Varnos

Romance novelist Kate Freeman wants to set the record straight. Her's is not a fluff-ball profession, but many people have this preconceived notion about the kind of work she does, the award-winning novelist says.

"The biggest misconception is that romances are easy to write and they are dashed off in pink ink and quilt pens by lonely, bored house wives or spinsters sitting in bath tubs with a feather boa and pen these into note books," she says, sitting in front of a humming IBM in her office.

"They are not easy to write. They are probably the most difficult of all the genre forms to write because you are balancing a plot—an actual plot—they do have plots...with a very strong focus on the development of a relationship.

"It's a balancing act you don't see in, say, romantic suspense or science fiction or mystery."

Freeman, who holds a Masters degree in English literature, launched her career after taking a Continuing Education course in

romance writing at George Brown in 1990.

The next year she won the much heralded RITA Award for best unpublished long contemporary romance from the 8,000 member Romance Writers of America for her first book *No Limit to Love*, published in 1992.

Her third novel, *Here to Stay* is due out in July, published under Harlequin Romance's Silhouette series.

The George Brown course "was the first time that I had ever taken a course from someone who was involved with the actual commercial and editorial end of romance writing," Freeman says. "Theory is fine but you have to know how it fits into the marketplace if you're going to write for the commercial market."

(The course is currently taught by award-winning Harlequin editor Bev Rosenbaum.)

Romance writing is one of the fastest growing industries in North America. According to numbers released by the American Book Industry Study Group, romance titles accounted

for nearly 50 per cent of total mass-market sales in 1994, up from 25 per cent in 1989. From the mid-1980s to 1993, Harlequin Enterprise's total revenues grew by more than 76 per cent to \$443.8 million.

We are sitting in Freeman's office on the second floor of the lovely Forest Hill home she shares with her husband Mark and their teenage son Ben.

Her life, Freeman says, could have been taken right out of one of her novels. She met her husband while attending Trinity College in her native Connecticut. He was

her English lit teacher.

They fell in love, and moved to Canada in 1975 when Mark changed his profession to law.

She sits at her desk, coffee cup resting on a cup-sized hot plate beside her computer. The computer screen, set high atop the hard-drive, looks imposing before the seated author.

This romance writer does not look at all like a bored house wife or spinster. She could easily pass as the mother of a 15-year-old, which she is, but below her handsome, pleasant features is the demeanor of a take-charge professional.

Her desk faces a massive bookshelf, weighed-down with romance novels, but Freeman's

INSIDE:



Summer Studio offers a way to live it up this summer with dozens of daytime arts and craft courses. Everything from building canoes and carving looms to creating your own hats.

Page 3



Taking a continuing education course at George Brown can be one of the best deals in Toronto. It opens the door to free or low cost services and facilities varying from use of college athletic facilities and free fitness testing to a prescription and extended Health coverage plan through the Student Association.

Page 2

Storm Warning: It's that time of year when storms can make travel difficult and cancel classes. George Brown now has a clear storm closing policy and easy ways to find out if classes are on or off.

Page 4.

Continued on page 2

Queen of Romance

Continued from page 1

love of literature goes well beyond the genre.

Freiman, a bookworm as a child, worked in her high school library just to be near books. "I spent a lot of time shelving books and reading the books I was supposed to be putting away."

She can recite a long list of authors and books that have influenced her but mentions *Awakening* by Kate Chopin, written in the late nineteenth century, as having a particularly powerful and emotional impact on her.

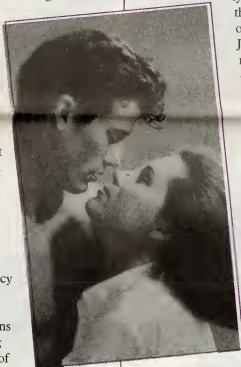
"Essentially the statement she was making was she would not give her soul — she would give her life for her family, for her children, for her husband — but she would not sacrifice her soul and her inner identity and could not rationalize that with the constraints of society that were imposed on women."

"It was a very powerful statement that took us another 70 years to catch up with."

At the time of its publication the novel was so shocking to society that it was soon banned, Freiman says, and was so poorly received that Chopin quit writing.

Although the average romance novel is

perhaps less thematically complicated and surely less controversial, Freiman says she puts much thought into her work. Her stories follow closely social anthropologist Desmond Morris' steps toward intimacy and mating. According to Morris, humans initiate mating through a set of subtle rituals of



start a family, Freiman

says. The stuff of these books is pure fantasy — apparently women's fantasy. It's been often said that a man looking to discover what women yearn for in a relationship need only turn to certain romance novels as a kind of manual to love.

But can men looking to define themselves romantically or spice up their relationships, really learn something from these books? Freiman is a little skeptical of its potential for success.

"A lot of us joke that men keep saying, 'Well, what do women want?' and we keep saying, 'Well, read the books.' They do work as a manual," she says with a smile, "but we also know how reluctant men tend to be to read instruction manuals."

So much for fantasy.

reading these books and understanding what is going on, Freiman says.

While the story of *Beauty and the Beast* is to many a story of a woman who falls in love with an ugly guy, there is an encoded symbolism there which represents something different to the romance reader, Freiman says.

"That's a very, very popular romance myth. The idea that the right woman's love and understanding and stubbornness will break through the spell that has got this guy locked into being a beast. He may still be a beast to everybody else, but he will melt and change into a real human being for her."

Acts of sex in a romances vary from book to book; from highly subtle to highly erotic. Yet sex is not the point. It is another step in the mating ritual; it acts as a bonding mechanism between hero and heroine.

Because for all the thought and symbolism that goes into these novels, there is only one way to end a romance. Ultimately the hero and heroine must go off together presumably to live happily ever after. As Freiman quickly

points out, that is the goal of a romance. Just as in a mystery the object is to solve the puzzle and in an adventure the object is to overcome treacherous obstacles and attain some goal, the goal of romance is to establish a relationship and



CONTINUING EDUCATION students can use college athletic facilities, like the weight room at St. James, as just one of the benefits of being a student at the college.

Drug plan, gyms, services await continuing education students

IT'S NOT OVERLY PUBLICIZED, — not at all in some instances — but Continuing Education students can access virtually any service available to full-time George Brown students.

By reading the student handbook and the Continuing Education course calendar, you'll likely be amazed at what you're missing. But there is one thing you won't find notice of anywhere:

By paying the \$50-per-semester full-time student activity fee to the Student Association, Continuing Education students qualify for the student insurance policy. This Accident and Sickness Plan includes such benefits as prescription drug reimbursement, massage, speech and naturopath treatment for accident related injuries, and reimbursement of expenses on accident related dental work.

Although it's not advertised, Student Association president Tim Kemp says Continuing Education students should qualify.

"I don't want to exclude anybody," he says. "If they want to, they can sign up."

Aside from this extra insurance coverage, your course fee includes a \$12 campus service charge that provides access to, on top of other services, the college's athletics facilities.

At this time of year everyone needs to shed a few extra pounds and when you compare \$12 to the price of joining an athletics club, your jaw will hit the floor (unless your stomach is in the way, of course).

"They can use the weight room," says Sheky Yew Woon of the Athletics Department. "We're open 9 a.m. to 6 p.m. They'll have to get a screen test (checking blood pressure, heart rate, etc.) then we'll give them their membership card."

All Continuing Education students need to join is their

course-payment receipt, he adds.

The department offers such recreational activities as tennis lessons, badminton, weight training and fitness and aerobics classes. If you can fit it into your schedule, the college runs lunchtime intramural activities such as ball hockey and indoor soccer and part-timers are welcome to participate, says Yew Woon.

Also available by appointment, first and second year Fitness and Lifestyle Management students provide free fitness testing from 11 a.m. to 2 p.m. until May.

Any student enrolled in a career related part-time course of 20 hours or more also qualifies for the George Brown Part-Time Student Bursary, a one-time financial assistance package. Applications are available on a first-come-first-serve basis from the Financial Aid Office at St. James campus.

Continuing Education students can use any campus library which provide reference materials, paperbacks, daily newspapers

and more. The libraries make available photocopies and computer facilities as well. Students will require a borrowers card, obtained by bringing in your course receipt to the library.

Free workshops are also available covering a wide range of areas such as Study Skills, Empowerment - Personal Productivity, and Stress Management (check your Continuing Education course calendar for details). Most of these workshops are offered exclusively to part-time students. Also available are workshops aimed at helping you to better understand your personality as a basis for making career decisions.

The Career Development Centre offers special extended career counselling for a nominal fee to students enrolled in a credit course of 20 hours or more.

Remember, read your student hand book and course calendar carefully. You'll be amazed at the special services offered to you as a member of the George Brown community.



ON THE COVER: Human Services Counsellor student Valerie Beattie-Dorland appears on the cover of the Spring/Summer Continuing Education Calendar. The Calendar will be available on college campuses starting March 6. Fax, mail and dropbox registration starts on March 13 and walk-in registration starts on April 6.

SUMMER STUDIO

New daytime art and craft courses can add life to your summer

KARYN GINGRAS HAS designed hats for Whoopi Goldberg, Salome Bey and the Queen Mother, and this summer she'll be teaching her craft at George Brown.

Gingras, a hat designer and owner of Lilliput Hats on Bathurst just south of Bloor Street, comes to the college as part of the new Summer Studio program. The course is called Hats Off to Millinery.

Students in her course will take a hands-on approach to create classic, contemporary and fun hat designs, but the approach will be through the traditional millinery method called hand-blocking.

"They will be able to complete probably two, maybe three hats," says Gingras whose designs all employ this traditional method. "The students will hopefully come with their own creative ideas."

Designs will be completed on antique moulds, she says, and because each student will work independently, no two designs will be alike.

The Summer Studio program is a series of personal-interest courses offered through the Creative Work department.

Luke Rombout, dean of Creative Work, says the Summer Studio program was established for two reasons.

"First of all, to take advantage of existing resources that are available to us at George Brown... and second to test the myth that everyone in Toronto has a cottage in Muskoka by the lake."

It used to be that George Brown stood virtually empty over the summer holidays. But if Summer Studio is a success that will be the case no more.

Of course it also allows George Brown to generate a little extra revenue in an otherwise stagnant time of year.

If this summer is successful Rombout hopes to expand the program next year by offering programs for single-parent families where the parent and child can take different courses in the same building. There are also

plans to offer more seniors-oriented courses.

Summer Studio will be offering such courses as calligraphy, mask making and specialized computer graphics but also some courses rarely available within city limits such as loon carving and canoe building.

You won't need a great amount of prior experience to benefit from most courses.

David Kennedy, who will be teaching Cedar/Canvas Canoe Construction and Repair says he doesn't require his student to have an extensive background in any particular area.

They'll probably be "people that have some experience with wood working or people who like canoeing and other outdoor activities," he says.

Students will learn to build a 15-foot canvas-covered cedar strip canoe and general repair and maintenance skills.

The Summer Studio Program will offer the following courses in 1995:

Handbuilding in Clay - Allows students to express themselves artistically as they create functional objects and make use of everyday items to make impressions in clay. Also investigates historical ceramics, ritual, colour, surface, content and form.

Jewellery: Sterling Fusion and Granulation - Students explore ancient techniques in working with sterling silver.

Silversmithing: Three-Dimensional Forming - Students will design and create one large vessel using techniques of sinking, raising, creasing and forging.

Silversmithing: Chasing and Repousse - Beginners will learn tool making and the basics of design and model making before going on to create simple designs.

Exploring the Teapot - Students learn about the parts of a teapot as they make their very own.

Colour Slip and Glaze for



HAT DESIGNER KARYN GINGRAS, shown here modeling one of her creations, will be teaching a course about hat making as part of George Brown Summer Studio — a innovative collection of day-time arts and craft courses offered from May to August.

Cone Six - Students will work on porcellaneous and stoneware days using an oxidation atmosphere.

Painted Floor Cloths - Students will create painted canvas mats for decorating their floors, walls and tables through rag, sponge, paint, spatter and stencil designs.

Soft Home Furnishings - Through the use of a variety of single-needle industrial sewing machines, students will sew slip covers, duvet covers and much more. Basic sewing experience is required for this course.

Hats Off to Millinery - Students will explore traditional century-old hat making techniques and create their own unique hat styles.

Origami: The Game of Garments I - Students will learn to design clothes using rectangular cutting methods found in the ancient art of origami.

Origami: The Game of Garments II - This course will emphasize quality workmanship as students design clothes with advanced rectangular cutting methods. The prerequisite for

this course is Origami I (above) or sewing experience.

Special Clothes for Special Needs - This course focuses on issues related to alterations of clothing for people with special needs and disabilities.

Window Treatment for the Home - Students learn to design window coverings and to match styles with needs. Basic sewing experience is necessary for this course.

Design Methodologies: Exploration of Metal and Other Media - Students will learn jewelry design approaches in working with metal and other materials.

Build A Bent Wood Chair - Students learn to work with green unseasoned wood and learn to incorporate other materials into their designs.

Willow Basketry - Yes George Brown does offer a course in basket weaving. Students use traditional techniques to weave a functional willow basket.

Cedar/Canvas Canoe Construction and Repair - The name says it all. Students will learn how to build, repair and

maintain canoes and other wooden marine craft.

Decoy Carving - The Common Loon - Students will carve their own loon decoy in basswood and learn such skills as defining feather groupings, eye placement and painting.

Guitar Repair - Students learn guitar maintenance, the mechanics of fret work and wiring, and instrument modification.

Discover Still Life Drawing - This introductory course teaches the basics of still life drawing in a studio environment.

Learn to Draw for Adults - This creative course teaches the basic principles of placing a model on paper, dividing and measuring, and perspective.

Learn to Draw for Teenagers - Specially geared creative drawing course gives teenagers the opportunity to explore their artistic interests.

Art Appreciation - This seminar teaches how to differentiate between types of art and how to discuss works from a critical perspective.

Summer Studio

Continued from page 3

City Painting - Students use watercolours and acrylics to create realistic paintings on location around the city.

Painting the Figure - Through painting the human form, students learn to develop visual awareness and sensitivity to art.

Creative Painting - This high-energy course teaches students to create artwork within a limited timeframe.

Calligraphy for Posters - Through the use of quotations and texts, students create typographic posters.

Life Drawing I - Learn the principles of figure drawing by blocking out the figure and putting anatomical information into drawings.

Life Drawing II - Exercises for advanced stages help students work with formal structure, composition and experimentations.

Discover Maskmaking - Creativity is encouraged as students explore the elements of mask design, colour and texture.

Watercolour Painting on Location - Students are encouraged to paint objects of personal interest at various locations around the city.

Illustrating Children's Books - From coverwork to complete illustrations, students are introduced to the illustration process in children's books.

Perspective Drawing - Students develop techniques in perspective to create the illusion of 3-dimensionality in drawing.

Photo Field Tours: Photography on Location - Students get practical camera experience on location and spend time in class learning basic film and camera techniques.

Get to Know your Camera - Students learn lighting, flash and filter usage along with basic developing techniques for producing prints and enlargements.

Fibre-Based Printing Techniques for Photographers - Student learn about different developers and their dilutions,

different papers, water bathing and more.

Creative Photographic Techniques - Through intensive experimentation, students master the use of creative techniques as a means of visual expression.

Sell Your Creative Ideas - Students learn to assess their creative talents and develop appropriate selling techniques as they learn to establish a market, prepare for presentations and more.

Corel Ventura - Students learn to load the Corel Ventura file and how to apply typographic attributes.

Practical Typography for Desktop Publishing - Using different typography, students go through the process of changing a file to achieve professional results.

Stretching Mesh to Optimum Limits - Students compare different frames of wood, aluminum, and steel to learn the advantages of roller and self-stretching versus fixed frames.

Stencils - Students learn the specific uses of different types of stencil systems, lighting, and the vacuum and mechanical aspects.

Electronic Prepress and Image Assembly - For people in the prepress industry. A seminar on electronic prepress and image assembly (EPIA).

Digital Imaging for Photographers - Learn how to scan original photographs into digital images and save them on various media. Photographic, artistic or desktop publishing experience is recommended.

Micromedia Director - Students learn how to incorporate sound, images, text and graphics into the design process using Micromedia Director 4.0.

QuarkXPress For Graphic Designers - Students learn to design a variety of publications using the advanced layout features of QuarkXPress.

Advertising Design: Traditional and Computer - Students learn the traditional elements of typography, markers, assembly and the stat camera to the basic functions of design in QuarkXPress.

College winter storm warning: We will stay open (except in the worst weather)

By Neil McGillivray

Leslie Fowler loves staying home on stormy winter days when snow and ice blanket the city - making travel an arduous business and forcing many schools to cancel classes. "It's like a special holiday," says the first year Child and Youth Worker student.

Well, Leslie, those special holiday's may be few and far between while you're a college student.

George Brown has adopted a policy that means the college will only very rarely cancel classes or close completely because of bad weather.

Barring "very extreme" circumstances such as police warnings to stay home or declared states of emergency, classes and all services will continue as scheduled, says Martin Kerman, executive director of campus operations.

It's Kerman's job to monitor weather forecasts, starting when he wakes up at about 4 a.m., and decide if the college should stay open or if classes should be cancelled on stormy days.

"It's a judgement call on my part," says Kerman. "I'd only be closing the college if it was unreasonable for people to come in."

Kerman's rare decision to close or cancel classes will be relayed to a number of radio stations in Metro (See Open or closed? on this page) and onto all college voice-mail boxes by 6 a.m. of the morning in question. He then has until 3 p.m. to decide if evening classes will be cancelled - when radio stations and staff will be informed again.

Why take such a defiant stance on storms? This is how Kerman explains it. Unlike suburban colleges and school boards which rely on road

transportation, George Brown's campuses are located at the centre of a city that's well served by public transportation that continues running in virtually all kinds of weather. GO trains, subways, streetcars and buses may be delayed because of bad weather,

mute from Hamilton to get to class - is less enthusiastic about the policy of staying open in storms.

"It would be nice if (the college) were closed so that you don't have to risk your life to come to class," she says.

George Brown doesn't intend to put anyone's health or safety at risk with its storm policy, and it will monitor closing decisions by other downtown educational institutions like the University of Toronto and Ryerson, says Kerman.

Students and staff should prepare travel plans in advance for stormy days - maybe choosing public transportation instead of driving - and leave themselves extra travelling time, Kerman says.

Another staff member says that in the past George Brown has delayed making decisions about closing on stormy days until very late in the afternoon - in some cases long after the University of Toronto has closed - causing anxiety for staff and students, as well as some long trips home.

"It's taken me six hours to get home," she says.

Many staff believe the college delays making closing decisions because shutting down too early would jeopardize government funding for that day, the staff member says.

The college would indeed lose funding for some retraining and apprenticeship programs - for which the college is paid for each day of training - if it closed too often, confirms Kerman, but occasional closing because of extreme weather will not affect funding, he says.

Even if classes are cancelled all employees are expected to come to work anyway but "punctuality considerations will be waived," according to a recent memo from president John Rankin.

Open or closed?

Here's how to find out

You've heard ominous sounding weather reports all evening. You wake up and can barely see the street because of the blowing snow. Here's how to find out if classes are cancelled at George Brown, or if the college is completely closed because of bad weather or other emergencies.

Listen to the radio: George Brown will let the following radio stations know if it is closing or cancelling day classes by 6 a.m. of the day in question. It will also let these radio stations know if evening classes are cancelled by 3 p.m.

CBC- AM 740	CHUM-FM
CKFM/MIX 99.9	CFRB 1010
CHFI-FM	680 News
CFNY	Q107

Call the college: To find out if classes are running,

- 1) Call (416) 867-2900 (or toll-free 1-800-265-2002) from a touch-tone phone;
- 2) Enter voice mailbox number 3905.

A message about classes and college closing will be updated as needed in this voice mailbox every day by 6 a.m. and 3 p.m. (Note: A decision about cancellation of evening classes will be made by 3 p.m. Information about cancellation of particular classes is generally not available.)

If you don't have access to a touch-tone phone, staff at the following numbers will know if classes are cancelled or if the college is closed

Switchboard 867-2000
(or toll-free 1-800-265-2002)
Open: Weekdays 7:30 a.m. to 5 p.m.
(4:30 p.m. on Fridays)

Enquiry Centre 867-2464
(or toll-free 1-800-263-8995)
Open: Weekdays 8:30 a.m. to 6:30 p.m.
(4:30 p.m. on Fridays)

but they keep on running. Given that, it's unfair for people who do struggle through bad weather to get to class to find that class cancelled, he says.

"We have to be operational for the people who do make the effort to come in," he says.

One staff member agrees: "We owe it to our students to be there when classes are scheduled and if students know that classes are going ahead they'll show up too"

Community Services student Jody McMillan - who faces a 90-minute car and GO train com-

Renovations this summer will give St. James Campus new facilities

A \$2.5-million renovation will transform the ground floor of the main St. James Campus building at 200 King St. E. this summer.

When finished in September, 1995 there will be a student services mall, centrally located information booth, and a large, attractive student centre with snack service and a quiet lounge

area to relax in.

To make room for renovation the college will have to temporarily close some entrances and relocate some offices and services. Keep an eye out for information bulletins and signs this summer. George Brown apologizes in advance for any inconvenience caused during construction.

Step one: Get your résumé in shape

For employers, your résumé is you. For a few critical moments they will focus their attention on this piece of paper and, on the basis of what they see, make a decision that could alter the course of your life.

If they like what they see, they'll want to meet the real you — in person. Play your cards right and that interview could turn into a job offer. If they don't like your résumé, it will join a huge pile of rejects in the recycling bin. In these days, when virtually every job opening is fought over by hundreds of people, even one spelling mistake on your résumé could make the difference between immediate rejection and a chance of a job.

When should you have your résumé ready? Right now, say college job hunting experts.

"It's never too early to start," says Lisa Trudel of Career Services at St. James. "You have to let people know you're out there...The majority of work today is found through networking and research. In a world of multiple occupations and short-term contracts the process of looking for work is continuous. Start by preparing your résumé. People who are successful are most often the ones who are prepared."

How do you get your résumé in shape? First, forget about having one all-purpose résumé. Think about developing a

series of résumés edited and targeted for the particular jobs you're trying to get.

Trudel suggests you start by creating a "shelf" résumé that is a complete inventory of your experience, jobs, education and skills that no one but you will ever see.

"You can use this 'shelf' résumé as a source when you are developing a targeted résumé. In addition, you can create a standard résumé that you can give to someone at a moment's notice."

And no résumé should ever go out without an accompanying cover letter, says Marliou Martin of the college's Job Finding Club.

"People don't spend enough time on

covering letters," she told a workshop in November.

Whether you have a standard résumé or not, every cover letter must be individually written, she says. Construct the letter to address specific qualifications described in an ad. Begin the letter by describing where you heard about the job and explain why you want to work for that particular company. The body of the letter should outline specific achievements and outline your qualifications. Close the letter by requesting an interview and that you will follow up and contact the employer.

Résumés and cover letters should be sent on matching letter-sized paper in large envelopes — not folded in small ones.

Good quality, heavy bond paper. Laser printer output — not photocopy. Do not staple to covering letter. Use a paper clip.

The Summary of Qualifications is optional but it according to Trudel it "works wonders" in allowing you to tailor your image to a particular employer.

Your résumé can be one or two pages long — not longer.

Relevant means relevant to the particular job objective.

Wording: Start each sentence with an action word (eg, designed, managed etc). Use terminology or phrases from job descriptions or want ads for the position you're applying for. Never put in the word "I," says Trudel. "Employers only want to hear what you can do for them."

No spelling mistakes or grammatical errors allowed. Have a good proofreader (or two) read and correct your résumé before sending it out. If necessary, hire a proofreader and/or wordprocessor to get it into shape.

Never: Add dates that reveal your age (ie, high school graduation in 1947), attach a photo, mention your race, age, marital status or religion. These could automatically disqualify you from consideration.

YOUR NAME
Street Address
City and postal code
telephone, fax

Job objective: Position as.....

SUMMARY OF QUALIFICATIONS

- Number of years experience in the field or line of work.
- Relevant credentials or training or education.
- An accomplishment that directly relates to the objective.
- A quality or characteristic of yours that supports this goal.
- Another accomplishment or another characteristic.

RELEVANT EXPERIENCE AND ACCOMPLISHMENTS

ONE RELEVANT SKILL

- An accomplishment that illustrates or documents this skill
- Another accomplishment that illustrates or documents this skill
- Another accomplishment that illustrates or documents this skill

ANOTHER RELEVANT SKILL

- An accomplishment that illustrates or documents this skill
- Another accomplishment that illustrates or documents this skill
- Another accomplishment that illustrates or documents this skill

ANOTHER RELEVANT SKILL

- An accomplishment that illustrates or documents this skill
- Another accomplishment that illustrates or documents this skill
- Another accomplishment that illustrates or documents this skill

EMPLOYMENT HISTORY

Date	Job Title	Company name, City
1993-Present	Job Title	Company name, City
199x-9x	Job Title	Company name, City
198x-8x	Job Title	Company name, City
198x-8x	Job Title	Company name, City

EDUCATION AND TRAINING

Degrees or classes or whatever
Some credentials, maybe

This is a functional résumé style that is suitable for people entering a new type of work — which means most students at George Brown. For people displaying career continuity, a traditional chronological listing of jobs can be used.

Target the specific job you're applying for.

Characteristics and accomplishments in this section will be reflected in detail below.

Wherever possible link an accomplishment to your employment history

Add in relevant: college work placements, volunteer experience, summer and part-time jobs. Don't worry about gaps — most people have been unemployed at some time.

Need more help: Drop into Career Services at your campus for help in résumé and cover letter preparation, job research and job hunting techniques.

Optional: Additional information category such as volunteer work and professional and community memberships. You can also add references/portfolios available on request.

NEXT MONTH: STEP TWO NETWORKING

LETTERS

Continued from page 4

The sessions have been completed and we reached about 70 per cent of the staff. The Student Association also sent along some representatives. The feedback from the sessions provided some valuable information about the policy content and suggestions for future training. The feedback also revealed that some people liked the training, and others did not; some felt it was too long, some not long enough; some people liked the historical background as to why the college was developing a new policy, others preferred the practical aspects of the exercise/scenarios.

Human-rights training and discussions are always very challenging. There are the legal requirements to be met, emotions and feelings that have to be considered, as well as the diverse experience and knowledge of the audience. With some of the information sessions being as large as 115 people, there was ample room for different points of view and differences of opinion.

People were not encouraged to file complaints over every imagined or perceived hurt or offense. Participants were encouraged, however, to use whatever resources were available to resolve differences between individuals. We discussed skills which might make this dialogue possible. However, when all else fails or when face-to-face meetings are not appropriate, there does have to be a mechanism in place for people to utilize, when they believe that discrimination or harassment has occurred.

There are many things that I wish could have been done differently with this training. For example, smaller sessions, more comfortable or flexible accommodations, refreshments and, for those people who did not appreciate the mandatory sessions, an opportunity to discuss these issues under other circumstances. I appreciate that it was difficult for some people to rearrange their schedules to attend one of these sessions. I was encouraged by the creativity shown by some people, who attended half the session one day and returned on another day to finish. Others discreetly left so that they could briefly check in on other responsibilities and then returned to the session. We did discuss other ways of pursuing these discussions at the departmental level, so that the information will be specific to the concerns of the learning or working environment. This office will continue to pursue this as one of our equity goals for George Brown.

I would like to thank all those who attended (or wanted to attend, but could not) and appreciate your comments and input.

Mary Samuel
Human Rights
Advisor to the President

Staff Changes

To the Editor:

I would like to correct an erroneous listing in your "Staff Changes" section of the January 1995 edition of City College News. I am mentioned as being transferred from Liberal Arts and Science to Math and Science. This is actually the reverse of the existing situation. In fact, to single me out for this transfer seems a bit odd considering that both of the previously named Math and Science and English and Liberal Studies departments at St. James have been reorganized.

To clarify: The Math and English components of the corresponding departments have been put together to form the Department of Mathematics and English with Fran Dungey as the chair. Likewise, the Department of Liberal Arts and Science has been formed with Al Budzin as the chair. Both of these departments are in the division known as the Faculty of Academic Studies and Resources, the dean of which is Ron Waldie. As you can see, there would need to be a listing change of about 90 names to be complete.

I hope that this letter serves to clear up the matter

Bob Banks,
Technician, Liberal Arts
and Science
Faculty of Academic Studies
and Resources (F.A.S.R.),
St. James Campus

Food Drive

To the Editor:

On behalf of the Assaulted Women's and Children's Counsellor Advocate (AWCCA) program students, I would like to thank all who generously contributed either money or food during our Holiday Cash/Food Drive last November and December. Your donations totalled \$267 in cash and approximately 100 pounds of food.

I would also like to give a special "Thank you" to those students who gave their time and ideas and whose contributions went a long way towards making our drive the success that it was.

So thanks:

- SA, for giving us the green light to go ahead with our project;
- Julie and Ed at the campus manager's office at Nightingale; you two were inspirational!
- Shipping and receiving staff at Casa Loma; you folks in the back room are fantastic;
- Shipping and receiving staff at St. James; thanks for showing us how to cut the holes in the tops of our jars;
- Cafeteria staff at all three campuses; thanks for collecting the money;
- Sandy, AWCCA program coordinator; thanks for the posters and support;
- Julie, AWCCA student, first year; thanks for designing the posters, they were great;
- Ruth, AWCCA student, first year; your energy, enthusiasm

and hard work made it all seem easy.

Thanks again, all of you.

I would like to take this opportunity to let everyone know that because this drive was so successful, we would like to equal or better yet surpass its success at Easter. This time we will do a cash-only drive on behalf of the Daily Bread Food Bank as they are able to purchase much needed items at cost and in bulk. This means your dollar goes farther.

Anyone who has ideas for raising money or time to volunteer during our next drive, please contact Linda at 656-4681.

Linda Lalonde
AWCCA student
Nightingale

Student Strike

To the Editor:

Who are students? They are part of the fundamental power and the true and honest protectors of any society or country. History has proven this; France, Cuba, Chile, China, Germany, Poland, Algeria, Korea, Iran and Canada are some examples to show that students are the ones who acknowledge the danger.

Students are not politicians, yet are capable of understanding the nature of politics which is the "truth" and the "value."

The call for strike is not an ordinary call; it is a conscious, living act. The protest is a strong reminder to the government of Canada that government should keep educational costs as low as possible, not double it.

Government should create "just and favourable" jobs; not close them. Government should make sure that "equal pay for equal work" is in order and practised.

The strike is a conscious call for help from the future worried leaders of this country. The strike is not just about tuition fees, it is about the direction in which the Canadian government has chosen to lead its people. It is about discrimination and a violation of the United Nations' Declaration of Universal Human Rights. It is about inequality in the education system; it is about job security and a better economy; it is about Native rights; and saying "no" to more policies in which certain individuals profit, while the rest of the people continue to struggle.

The Universal Declaration of Human Rights, United Nations states:

Article 26: Everyone has the right to education. Education should be free, at least at the elementary level and fundamental stages.

Article 23: 1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and protection against unemployment. 2) Everyone, without any discrimination, has the right to equal pay for equal work. 3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity and supplemented, if necessary, by other means of social protection.



I WILL ROCK YOU - It took carpentry teachers Michael Bezemer and Tom Stephenson about 35 hours to make this rocking horse, which was raffled to raise money for the George Brown Children's Christmas Party. The horse is made of solid pine, apart from the rockers which are oak, and not metal fasteners are used — just dowels and glue. Bezemer hand-carved and smoothed the horse, which was then finished in a clear lacquer by Mike Driscoll of the Furniture Department.

On January 25, 1995, many students will have walked out of their classes in support of the general student strike organized by the Canadian Federation of Students (CFS) to protest upcoming changes via the government's Social Security Review, in which, for example, tuition fees for post secondary students will increase by 100 per cent.

A few weeks ago in a meeting between CFS representatives and the government in Ottawa to protest the government's policy, students left the meeting and showed their anger and disbelief by throwing tomatoes and eggs.

The CFS' action was not an "uncivilized" act. On the contrary it was the most "intelligent" move. Why? Because CFS knew what the officials had to say. Government had no intention to back off from its policy, a policy that would make life much tougher than it is for the poor and unemployed (by cutbacks on social services) and for students (by doubling tuition fees).

Minister of Human Resources Lloyd Axworthy and his companions didn't come to the meeting with "solutions." They were there to negotiate the terms of their imposed and obtruded policies. The CFS' protest and its call to general strike is not uncivilized, nor is throwing food at government officials violent. It is healthy and reminds us that:

"I protest, therefore I am. I do not protest so I find an audience or threaten a leader. I protest because I am not able to not protest. I protest because if I don't, it means I approve and I surrender to status quo. But I do not. I choose to be the opposition

and not the acceptor. I do not find any other way, even though my protest would not change anything." (A. Comcau)

Perhaps it is not too late to consider any changes in the CFS' decision, but one thing is clear: If the government is not willing to back off, the strike will take place. Besides, there are no other solutions. One must be too optimistic to believe that "writing to government and following the standard procedures" is the best "deal." I must remind you that hundreds of thousands of students in this great country are landed immigrants — such as myself — which means they do not have a prime minister, MP or MPP, because landed immigrants are not eligible to vote.

We cannot afford to spend years in bureaucratic hearings and negotiations while the government imposes its selfish and cruel policies. This is not a citizen-landed immigrant issue; this is a battle between people and "policyism."

Unfortunately, the government has chosen once again to stand against its people, and this time the target is us. By the time you read this article, we all know what happened on January 25, 1995, but today, in the days before the strike, it is clear that it will be an exemplary portrait of people's power.

The General Students' Strike undoubtedly is a turning point to bring about change.

Babak Ardoush
Community Worker Program
(Editor's Note: The author is a candidate in the Student Association Election.)

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Symposium: economics s culture

Continued from page 4

Polanyi — who was a socialist, the way, but not a Marxist — ruled that every social calamity primarily a cultural not an economic phenomenon. He noted that people can survive remarkably under severe economic decline if their sense of community and their lives within stays strong. If, in other words, they feel culturally solid.

On the other hand, even if economic indicators improve, but the cultural situation deteriorates, the effects on peoples' lives can be hideous. In this respect, I think Polanyi anticipated the current situation. Because, though things are bad, it's still, historically speaking, a relatively well-off society, but there's deep, deep anxieties.

And I think he's right that it's a sense of belonging somewhere that overwhelms people. We Canadians in particular have endured some pretty severe cultural buffeting. Erosion of our few cultural institutions: the CBC, the railroad, the social-program system; as well as lost sovereignty and self-respect through the free-trade agreement, anxiety about national break up through Meech Lake and the Charlottetown debate. All more or less in the name of the supremacy of market values.

We've been told we can't afford all the things that made us feel like we had a place and a culture and an identity. As if there's no room at the market for those values. "Sorry folks, but we can't pay for them." As if the basic reality is always interpreted by what the market can pay for.

Yet politicians and pundits still talk and write as if cultural and ethical values are optional, only economic ones are determining. Polanyi said the economic process may naturally supply the vehicle of the destruction (of a society). Let me give the two examples he gives, they're really interesting. He says, you could say in absolute terms, that Africans brought to North America in the slave trade may have experienced an absolute increase in economic terms but there's no doubt that it was a shattering experience. The most interesting example he gives is the aboriginal peoples of North

America, who again in strictly economic terms, you could argue that, at least in the United States, by the treaties that were made there was a rise in the standards by strictly economic terms. But you have the actual decimation of entire peoples because of the loss of a sense of culture and a sense of place.

If you attempt to replace cultural considerations, in other words, with economic ones, you will pay a heavy social and human price — possibly extremely heavy. Yet that's the model we're living with. People do not live by economics alone.

Harold Innis, who's actually having his 101st birthday now because last year was celebrated as the centenary of his birth, I think had some extremely interesting notions about the role of culture in Canada, particularly. Innis made the point that in the course of history, as religions ceased to be the kind of force that created cohesion in society, culture came more and more to take its place. He said with cultural maturity in countries such as France, the state becomes merely a cloak to put on and off at will during periods of emergency in the form of constitutional changes. Nobody worries that France will cease to exist because they've had some sort of constitutional crisis. They've had five since the Second World War, but nobody ever doubts because La France survived: the language, the food, the art and so forth. But Innis wrote, in nations without cultural maturity such as Canada, such drastic changes become unthinkable and the statute books become cluttered with constitutional amendments and legislation. In a way, in other words, Innis explains why we got free trade and Meech Lake plus Charlottetown at the same time. That is with the disintegration of national bonds represented by free trade and NAFTA and not much culture to fall back on, you turn to desperate attempts to create a new constitution as a way of retaining some sense of your country."

The symposium will be broadcast on Rogers Cable (Channel 10 in Toronto), Feb. 21 at 9 p.m.



CD-ROM DONATION - Technology teacher Jenny Ono, a member of the Society of Manufacturing Engineers (SME) demonstrates George Brown's newest CD-ROM to Ron Walde, dean of Academic Studies and Resources. The new Concise Engineering and Technology index, provides references to periodicals and conferences on engineering and technology. It was purchased for the Casa Loma library with a \$2,000 donation from the SME.

Is George Brown College funny? Student variety show says yes

By Neil McGillivray

You've probably seen dozens of different versions of this comedy movie. It's called everything from Ferris Bueller's Day Off to Animal House and the plot can be described simply as boys (or girls) meet formal education.

Typically, this movie describes how some smart but underachieving misfit students defeat dolish teachers and administrators (or sometimes jocks or frat house boys) in their search for fun.

Typically also, these movies are set in either high school or in universities but seldom in community colleges such as George Brown.

Why are colleges absent from this popular genre of films? Is there nothing funny about vocationally-oriented, diploma-granting institutions? Is adult education just too solemn a business to treat with levity? What is funny about George Brown?

These are the sort of questions that interested Heinar Pillar as he set about squeezing all the comedy and fun out of the college for the George Brown Follies of 1995, which runs from Feb. 15 to 18 at the Betty Oliphant Theatre of the National Ballet School.

The variety show is an "irreverent celebration of life at the City College" that looks at George Brown from a student's point of view — at times ironic, humorous and touching, he says.

Not only are colleges not a traditional comedic setting, Pillar says, but the funny things at George Brown are not common to everybody at the college because of the number of campuses, locations and types of programs offered. What may be funny to a business student at St. James, for example, may just be

perplexing to an English as a Second Language teacher at Kensington Campus.

"The challenge is manifold because of our set up," says the Theatre program chair and director of Follies. "We don't have that sense of community."

Despite the challenges, Pillar says he and head writers Greg Finnegan and David Walden have come up with two hours of comedy sketches, dance, and musical numbers that will draw any number of grins, chuckles and laughs, plus a warm feeling from anybody connected with the college — even those who have just wrestled with its voice-mail system.

"We have a voice-mail sketch running right through the show. A student is calling trying to get registered... and she never does."

Sketches also poke fun at the college's ponderous mission statement, the search for affordable student housing and there's

a big musical number about what is the pet peeve of many students — the Ontario Student Assistance Program.

"It's a takeoff of a popular musical with all the text rewritten to apply to OSAP," says Pillar.

When the show, which features 17 actors from the college's Theatre program and 17 dancers from the School of Classical and Contemporary Dance, isn't milking laughs, it's tugging at heart-strings. There are songs about the feelings of students coming to the college for the first time, as well as a poignant sketch in which students talk about their backgrounds and where they came from.

George Brown Follies performances are being held February 15 to 18 at 8 p.m. (plus a 3 p.m. show on Feb. 18) at the Betty Oliphant Theatre of the National Ballet School at 404 Jarvis Street. All tickets are \$12. For information or tickets call 867-2167.



TROPHY TIME - Hospitality student Jean-Paul Avery is presented with the 1994 Ontario Hospitality Institute (OHI) Gordon Carly Hotel Management Award by Hospitality Institute president Charles Grieco at a recent awards dinner. The award comes with a bursary worth \$3,500. Student Tristan Veldhuis was given the OHI-John Cardy Culinary Arts Award, which comes with a \$2,000 bursary.

STAFF CHANGES

The Human Resources Department reports the following staff changes:

Regina McNeill has been appointed faculty to the Hospitality Centre.

New support staff appointments are **Claudette Beines** to Community Outreach at St. James campus, **Joy Cartmill** to Upgrading at St. James, **Rob Farquharson** to Caretaking at Kensington, **Pascal Gendron** to the French Department at Kensington, **Gail Leonardo** to Switchboard, **Chantal Pare** to Finance at 500 MacPherson and **Petula Widyaratne** to Health Sciences at 175 Kendal.

Internal transfers include **Libby Perruccio**, who moves from Business to Community Services at St. James.

Name changes include **Dina Gullio** of Campus Management who is now **Dina Sturino**, **Anne MacKenzie** from English and Liberal Studies now **Anne MacKenzie-Rivers**.

Retiring from the college is **Charles Bennett** from Architectural Engineering.

Leaving the college are **Joao Botelho**, **Rejeanne Dupuis**, **Angela Gullio**, **Stephanie Scott** and **Yvonne Vanerke**.

FEBRUARY EVENTS

10 SEMINARS, WORKSHOPS AND COURSES: Workshop on **Test Preparation** through St. James campus Counseling office from 11 a.m. to 12 noon. Available to all students. For more information call your campus counselling office.

11 ENTERTAINMENT: -- **Plays, songs and dances of the Regency** period will be featured by second year Theatre School students performing their Year Two period study exercise. Continuous performances from 11 a.m. to 5 p.m. at the Theatre School. Admission free. For more information call 867-2167.

SPORTS AND RECREATION: -- **Men's Indoor Soccer Invitational** begins in the St. James gym

13 SPECIAL EVENTS: -- Official launch dinner of the **Aboriginal Cuisine program** at 6 p.m. in Siegfried's, co-sponsored by the Toronto Culinary Guild. Tickets are \$35 for guild members and \$42 for others. For more information call 867-2239.

SPECIAL EVENTS: -- **All Candidates' Meeting** for the 1995/96 Student Association elections. 11 a.m. to 1 p.m.

SPORTS AND RECREATION: -- Play begins for **Lunchtime Intramural Floor Hockey** (non-contact) and **Indoor Soccer**. For more information call your Campus Athletics department at 944-4627 for Casa Loma or 867-2176 for St. James.

14 SPECIAL EVENTS: -- **Red Cross Blood Donor Clinic** at St. James campus in the fifth floor lounge from 10 a.m. to 3 p.m.

SPECIAL EVENTS: -- **All Candidates' Meeting** for the 1995/96 Student Association elections. 12-2 p.m.

ENTERTAINMENT: -- **George Brown Follies**, an irreverent celebration of life at CBC, presented by the George Brown Theatre School and The School of Classical and Contemporary Dance. At the Betty Oliphant Theatre, National Ballet School, 404 Jarvis St. Tickets \$12. (To Feb. 18.) For more information call 867-2167.

SPORTS AND RECREATION: -- **O.C.A.A. Alpine Ski Championships** begin (to Feb. 16) at Georgian College -- Georgian Peaks. For more information call athletics at 944-4627

-- **Men's Varsity Volleyball** home game, Huskies vs. Seneca at 7:30 p.m. in the St. James gym.

-- **Women's Alumni Basketball** tournament at 6 p.m. in the St. James gym.

16 SPECIAL EVENTS: -- **Student Emergency Fund Raffle** and **Pub**. Students are selling tickets around campus. Tickets are also available in the SA offices or SAC Shack. First prize is \$1,000 or one year's tuition and books. There is also a number of runner-up prizes. An award of \$100 will go to the student who sold most tickets. For more information or if you want to sell tickets, call 867-2674.

-- **1995/96 Student Association elections** advanced polling to elect new representatives

17 SPECIAL EVENTS: -- **Red Cross Blood Donor Clinic** at Casa Loma campus in the gym from 10 a.m. to 3 p.m.

-- **Campaigning ends** for Student Association candidates

18 SPORTS AND RECREATION: -- **Men's Varsity Volleyball Quarter Finals** at home in the St. James gym. Times TBA.

19 SPORTS AND RECREATION: -- **Men's Varsity Volleyball Quarter Finals** at home in the St.

James gym. Times TBA.

20 SPECIAL EVENTS: -- **"Talk Sex" with Sue Johanson** at Nightingale campus. For more information call 867-2454.

SPORTS AND RECREATION: -- **Men's Varsity Volleyball Quarter Finals** at home in the St. James gym. Times TBA.

-- Registration begins for **Recreational Tennis** at both St. James and Casa Loma. For more information call the athletics department at 944-4627 for Casa Loma or 867-2176 for St. James.

21 SPECIAL EVENTS: -- **1995/96 Student Association elections** polls open to elect new representatives.

ENTERTAINMENT: -- **Broadcast of "Is Culture a Commodity?"** a George Brown sponsored symposium with keynote speaker, Globe and Mail columnist Rick Salutin, at 4 p.m. on Rogers Cable 10.

MEETINGS: -- **Human Resources Committee** of the Board of Governors meeting, 500 MacPherson Ave. boardroom, 5:30 p.m.

FORUM: with members of the **Student Association** to discuss topics as the new student centre, the Aoworthy Bill and strike. In the St. James student lounge. For more information call the Student Association at 867-2454

REGISTRATION DEADLINE: for **Talent Trek**, the annual George Brown talent show to be held March 7. First prize is \$300. For more information or to register, call Alex Barber at 867-2099

STUDENT ASSOCIATION ELECTIONS: for all campuses excluding Casa Loma. Casa Loma elections will be held March 8 and 9.

22 ENTERTAINMENT: Classical music performance by violinist **Jacques Israelievitch**, Concert Master of the Toronto Symphony, accompanied by Stephanie Sebastian on piano in the St. James Auditorium from 12:30 to 1:30 p.m. Admission is free. Presented by the Faculty of Creative Work, sponsored by the President's Office.

SPECIAL EVENTS: -- **1995/96 Student Association elections** polls close to elect new representatives

SPORTS AND RECREATION: -- **Women's Varsity Basketball** home game, Huskies vs. Durham at 6 p.m. in the St. James gym.

-- **Men's Varsity Basketball** home game, Huskies vs. Durham at 8 p.m. in the St. James gym.

MEETINGS: -- **Academic and Student Affairs Committee** of the Board of Governors meeting, 500 MacPherson Ave. boardroom, 8:15 a.m.

23 ENTERTAINMENT: Classical music performance by violinist **Jacques Israelievitch**, Concert Master of the Toronto Symphony, accompanied by Stephanie Sebastian on piano in the Casa Loma staff lounge. 4th floor of Building C from 12 to 1 p.m. Admission is free. Presented by the Faculty of Creative Work, sponsored by the President's Office.

-- **Camp Zu Pub**, St. James campus, 2:7 p.m. in the student lounge. Winners of the Student Association elections will be announced.

24 SEMINARS, WORKSHOPS AND COURSES: -- Workshop on **Sexual Assault/ Sexual Harassment** through St. James Counseling office from 10 to 11 a.m. Available to all students. For more information

call your campus counselling office. RELIGIOUS HOLIDAYS AND OBSERVANCES: -- **Jun'at al-Wada** (Last Day of Ramadan), Islam

26 RELIGIOUS HOLIDAYS AND OBSERVANCES: -- **Laylat al Qadr**, Islam

27 RELIGIOUS HOLIDAYS AND OBSERVANCES: -- **Mahashivaratri**, Hinduism

28 MEETINGS: -- **Finance and Property Committee** of the Board of Governors meeting, 500 MacPherson Ave. boardroom, 12:30 p.m.

MARCH

1 MEETINGS: -- **Student Association** meeting at St. James, 5 p.m. Students are all welcome to attend. For more information call 867-2454.

RELIGIOUS HOLIDAYS AND OBSERVANCES: -- **Ash Wednesday**, Christianity

The **George Brown Committee for Lesbians, Gays and Bisexuals** will be holds meetings throughout the year. For information about the committee and dates, times and locations of meetings, call 867-2373.



SNOWPERSON - Graphic Design students Renata Paily (left) and Anna Myszkowski used the flakey proceeds of a rare January snowfall to create a snowperson on the patio at St. James. They stuck twigs in the diminutive figure's head and struggled to think of a name for it. "We call him pig face," declared Myszkowski after some thought.

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